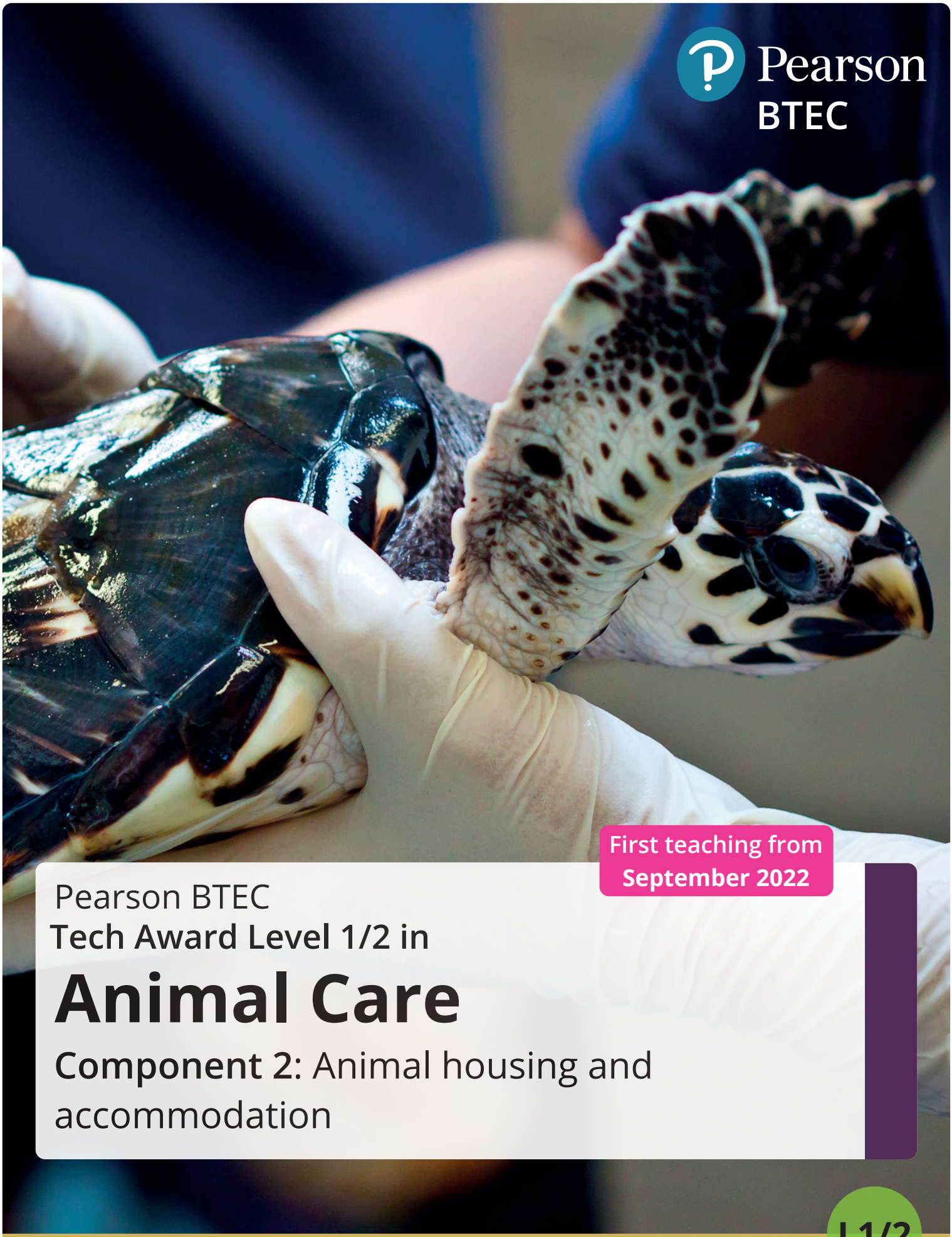

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Animal Care

Component 2: Animal housing and accommodation

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

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BTEC Level 1/Level 2
Tech Award in Animal Care

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Component 2: Animal Housing and Accommodation

First teaching September 2022

Issue 2

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This Pearson-set Assignment is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Animal Care Pearson-set Assignment for Component 2: Animal Housing and Accommodation Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners can access their own course notes.	Pages 1 and 2
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Page 9

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Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of what needs to be considered when selecting animal accommodation to ensure the accommodation is fit for purpose and meets the animal's needs and why their selections are appropriate. Learners will demonstrate their skills to prepare and check accommodation for given animals, including fixtures and fittings, bedding, materials and enrichment. Learners will, for given animals, clean out accommodation following safe working practices, including disposal of waste.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will explore the factors that need to be considered when selecting animal accommodation.
- In response to Task 2, learners will prepare and check the safety and security of the animal accommodation.
- In response to Task 3, learners will clean out animal accommodation following safe working practices.
- In response to Task 4, learners will review how animal accommodation was prepared and cleaned.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in sessions timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot have access to the internet, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access their own course notes and any materials specified in the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1.5 hours to complete Task 1
- 2 hours to complete Task 2
- 1 hour to complete Task 3
- 1.5 hours to complete Task 4.

These timings are for guidance only but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Animal Care
Component number and title	**2:** Animal Housing and Accommodation
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 6 hours
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	Animals need to be provided with in accommodation that meets their welfare needs. Anyone working with animals must be able to set up and maintain accommodation so that the health and wellbeing of the animals is ensured.

Task 1	**Considering accommodation that meets the welfare needs of different animals** Produce a report about accommodation that would meet the welfare needs for two animal species. The species must be one from the small mammal group and one from the reptile group. These should be animals that are different to those for Task 2. Your report should include: • the factors (including fixtures and fittings) that need to be considered and how they meet the five welfare needs of each animal • details of each type of accommodation selected for each animal • why each of your accommodation choices (including fixtures and fittings) are suitable for each animal.
Learning outcome covered	**A:** Understand factors affecting the selection of animal accommodation
Checklist of evidence required	A written response of approximately 5–7 pages of A4.
Resources needed	None
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 1.
Number of marks	12 marks

Task 2	**Safely preparing and checking animal accommodation** Select and set up materials, fixtures and fittings to prepare accommodation for one animal. Check the safety and security of the accommodation. You must follow the correct procedures to work safely.
Learning outcome covered	**B:** Prepare and check animal accommodation using safe working practices
Checklist of evidence required	Video recordings. As a minimum, the recordings must cover the learner: • selecting appropriate materials, fixtures and fittings • setting up the accommodation safely • carrying out safety and security checks on the accommodation. The clips can be broken down into short clips covering the key areas above. The clips should be approximately 5–10 mins in length.
Resources needed	Access to animal accommodation. Materials, fixtures and fittings, tools and equipment, including PPE needed for the preparation of selected animal accommodation. Video recording devices (for example mobile phones, tablets).
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 2.
Number of marks	12 marks

Task 3	**Safely cleaning out animal accommodation** Clean out empty animal accommodation that is used/dirty. The accommodation you clean out will be specified by your teacher and must be different to the animal for which you prepared accommodation in Task 2. • Select and use suitable equipment. • Follow appropriate procedures for cleaning accommodation, disposing of waste and looking after any equipment used. Your teacher will video record you completing this task.

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Learning outcome covered	**C:** Be able to clean out animal accommodation using safe working practices

Checklist of evidence required	Video recordings.
	As a minimum, the recordings must cover the learner:
	• selecting and using appropriate equipment
	• following appropriate procedures for:
	  ○ cleaning out the accommodation
	  ○ disposing of waste
	  ○ maintaining equipment.
	The clips can be broken down into short clips covering the key areas above. The clips should approximately 5–7 mins in length.

Resources needed	Access to animal accommodation. Equipment, tools, cleaning materials and PPE suitable for cleaning the selected animal accommodation. Video recording devices (for example mobile phones, tablets).
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 3.
Number of marks	12 marks

Task 4	**Reviewing how animal accommodation was prepared and cleaned** Produce reports reviewing: A) how you prepared animal accommodation in Task 2 and B) how you cleaned animal accommodation in Task 3. Report A should include: • reasons for each of the steps and safety checks involved in preparing, setting up and checking accommodation for the selected animal • reasons for carrying out the steps and safety checks in the order that you did • why the accommodation that you prepared and set up is suitable for the animal. Report B should include: • reasons for doing each of the steps you took to safely clean out the accommodation, including disposal of waste and cleaning and maintaining the equipment you used • reasons for carrying out the steps in the order that you did.

Learning outcomes covered	**B:** Prepare and check animal accommodation using safe working practices **C:** Be able to clean out animal accommodation using safe working practices
Checklist of evidence required	Two written reports of approximately 5 pages each.
Resources needed	Access to learner video recordings of preparation, maintenance and cleaning of selected animal accommodation. Access to computers for word processing work.
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 4.
Number of marks	24 marks

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Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	Learners will need to be able to access a range of animal accommodation. Centres will need to provide learners with access to a range of accommodation that can be used for assessment of the practical activities. Tasks 2 and 3 must allow learners to demonstrate their ability to prepare accommodation for two different types of animal so that there is no repetition of assessment between tasks. For Task 1, learners are not restricted to researching animals available at the centre, but they should not research animals they intend to use for Task 2. For Tasks 2 and 3, teachers will need to ensure that learners have access to animals to complete the tasks**.** For Task 3, learners are not required to remove the animal from the accommodation themselves prior to cleaning out. The assignment will take approximately 6 supervised hours to complete. This is divided into approximately: • 1.5 hours to complete Task 1 • 2 hours to complete Task 2 • 1 hour to complete Task 3 • 1.5 hours to complete Task 4. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions.

	To ensure fairness to all learners, assessors must ensure that there is no directing or prompting during assessment. If either the learner or animals' welfare and health and safety is compromised or is of concern then the assessor can step in and pause the assessment and continue when it is safe to do so. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes

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	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding • any permitted group or collaborative work must be clearly defined • any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced • appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops. **Maintaining security during formal supervision** Any work learners produce under supervision must be kept securely between sessions and during breaks. Designated assessment areas must only be accessible to the learner and to named members of staff. Learners can only have access to their work under supervision. Only permitted materials, such as learners' own course notes, can be brought into the supervised assessment and no materials should be removed. Learners are not permitted to have access to the internet or other resources that might compromise the security of the assessment.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed, including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Considering accommodation that meets the welfare needs of different animals **Learning outcome A: Understand factors affecting the selection of animal accommodation**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the suitability of animal housing and accommodation for two species of animal, and the factors that influence these. Evidenced through: • a **superficial** account of the factors to be considered, with **little clarity** in the links between the factors and the welfare needs for both animals • a **superficial** account of the accommodation selected for each animal • **simplistic** reasoning for **a few** of the accommodation choices with **little accuracy** in the links to the animals.	**Adequate** knowledge and understanding of the suitability of animal housing and accommodation for two species of animal, and the factors that influence these. Evidenced through: • a **partially detailed** account of the factors to be considered, making **partially clear** links between the factors and the welfare needs for both animals • a **partially detailed** account of the accommodation selected for each animal • **partially developed** reasoning for **some** of accommodation choices with **partially accurate** links to the animals.	**Good** knowledge and understanding of the suitability of animal housing and accommodation for two species of animal, and the factors that influence these. Evidenced through: • a **mostly detailed** account of the factors to be considered, making **mostly clear** links between the factors and the welfare needs for both animals • a **mostly detailed** account of the accommodation selected for each animal • **mostly developed** reasoning **for most** aspects of the accommodation choices with **mostly accurate** links to the animals.	**Comprehensive** knowledge and understanding of the suitability of animal housing and accommodation for two species of animal, and the factors that influence these. Evidenced through: • a **fully detailed** account of the factors to be considered, making **clear links** between the factors and the welfare needs for both animals • a **fully detailed** account of the accommodation selected for each animal • **well-developed** reasoning for **all** aspects of the accommodation choices with **accurate** links to the animals.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Safely preparing and checking animal accommodation **Learning outcome B: Prepare and check animal accommodation using safe working practices**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Demonstrate a **basic** standard of preparation and checking of accommodation for a specific animal following safe working practices. Evidenced through: • **a few** of the materials, fixtures and fittings selected are appropriate for the animal • **few** accommodation features are set up correctly following **few** procedures in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **reasonable** standard of preparation and checking of accommodation for a specific animal following safe working practices. Evidenced through: • **some** materials, fixtures and fittings selected are appropriate for the animal • **some** accommodation features are set up correctly following **some** procedures in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **good** standard of preparation and checking of accommodation for a specific animal following safe working practices. Evidenced through: • **most** materials, fixtures and fittings selected are appropriate for the animal • **most** accommodation features are set up correctly following **most** procedures in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate an **excellent** standard of preparation and checking of accommodation for a specific animal following safe working practices. Evidenced through: • **all** materials, fixtures and fittings selected are appropriate for the animal • **all** accommodation features are set up correctly following **all** procedures in the correct sequence throughout, maintaining both personal health and safety and animal welfare.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Safely cleaning out animal accommodation **Learning outcome C: Be able to clean out animal accommodation using safe working practices**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Demonstrate a **basic** standard of cleaning following safe working practices. Evidenced through: • **little** equipment selected is suitable and used correctly • a **small number** of cleaning, waste disposal and equipment maintenance procedures are followed correctly, which may not be in sequence.	Demonstrate a **reasonable** standard of cleaning following safe working practices. Evidenced through: • **some** equipment selected is suitable and used correctly • **some** cleaning, waste disposal and equipment maintenance procedures are followed correctly in sequence.	Demonstrate a **good** standard of cleaning following safe working practices. Evidenced through: • **most** equipment selected is suitable and used correctly • **most** cleaning, waste disposal and equipment maintenance procedures are followed correctly and in sequence.	Demonstrate an **excellent** standard of cleaning following safe working practices. Evidenced through: • **all** equipment selected is suitable and used correctly • **all** cleaning, waste disposal and equipment maintenance procedures are followed correctly and in sequence throughout.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4A: Review of animal accommodation preparation and checking **Learning outcome B: Prepare and check animal accommodation using safe working practices**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the safe preparation and checking of accommodation for a specific animal. Evidenced through: • **a few** of the steps and safety checks are supported by logical and relevant reasoning • **simplistic** reasoning for the order of carrying out the steps and safety checks **with little clarity** in links made to the impact of sequencing on the process • **simplistic** reasoning for a few aspects of the accommodation prepared and set up with **little accuracy** in the links made to the animal.	**Adequate** application of knowledge and understanding of the safe preparation and checking of accommodation for a specific animal. Evidenced through: • **some** of the steps and safety checks are supported by logical and relevant reasoning • **partially developed** reasoning for the order of carrying out the steps and safety checks making **partially clear** links to the impact of sequencing on the process • **partially developed** reasoning for some of aspects of the accommodation prepared and set up with **partially accurate** links to the animal.	**Good** application of knowledge and understanding of the safe preparation and checking of accommodation for a specific animal. Evidenced through: • **most** of the steps and safety checks are supported by logical and relevant reasoning • **mostly developed** reasoning for the order of carrying out the steps and safety checks making **mostly clear** links to the impact of sequencing on the process • **mostly developed** reasoning for most aspects of the accommodation prepared and set up with **mostly accurate** links to the animal.	**Comprehensive** application of knowledge and understanding of the safe preparation and checking of accommodation for a specific animal. Evidenced through: • **all** of the steps and safety checks are supported by logical and relevant reasoning • **well-developed** reasoning for the order of carrying out the steps and safety checks making **clear** links to the impact of sequencing on the process • **well-developed** reasoning for all aspects of the accommodation prepared and set up with **accurate** links to the animal.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4B: Review of animal accommodation cleaning **Learning outcome C: Be able to clean out animal accommodation using safe working practices**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of cleaning out the accommodation of a specific animal. Evidenced through: • **a few** of the steps are supported by logical and relevant reasoning • **simplistic** reasoning for the order of carrying out the steps with **little clarity** in the links made to the impact of sequencing on the process.	**Adequate** application of knowledge and understanding of cleaning out the accommodation of a specific animal. Evidenced through: • **some** of the steps are supported by logical and relevant reasoning • **partially developed** reasoning for the order of carrying out the steps and making **partially clear** links to the impact of sequencing on the process.	**Good** application of knowledge and understanding of cleaning out the accommodation of a specific animal. Evidenced through: • **most** of the steps are supported by logical and relevant reasoning • **mostly developed** reasoning for the order of carrying out the steps and making **mostly clear** links to the impact of sequencing on the process.	**Comprehensive** application of knowledge and understanding of cleaning out the accommodation of a specific animal. Evidenced through: • **all** of the steps are supported by logical and relevant reasoning • **well-developed** reasoning for the order of carrying out the steps and making **clear** links to the impact of sequencing on the process.

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